

## • Lge teaching operation by 3rd order:

- { we are talking about the conception }
- { - The creation of the programme }

• First level = concerned with a political decision  
derives from government. Elements are going to be taking in to account:

1. Economic (Financial needs)
2. Social (Whether we use lge and the social impact and status lge in the host community.)
3. Administrative (go with programme together)

→ In what way the elements are taken?

• Second level: concerned with applied ling or ling aspect  
(derives from AL)

1. What to teach (choose a lge)
2. How to teach it (Do we teach in the same way? no, the procedures are going to change)

• There are also sub-questions:

- Programmes are applied at a local or national level (gradual process focus on gradualistic & materialistic...)

## The task of AL

1. Relationship between teacher & AL & learners

• The use of AL to the teachers (teacher of 1st esp 2nd/foreign)

- ALinguist is concerned <sup>with</sup> L2 and foreign lgs but L1 concerned with it to understand the process of learning a lge and to have better processes and techniques.

- Teachers need AL: (utility of AL)

A/ Conception of programme of 1st or foreign lge teaching

We began with a theoretical ling which contain 3 main theories (structural, mentalistic and communica-  
tive trends) <sup>behaviourism</sup>

B/ AL → courses / programme

↓  
Eclectic  
(mixed theories)

↓  
One sided programme  
(one main theory)

AL is neutral

subjective

C/ Teacher - should the teacher be neutral or subjective? He should be neutral. The most effective application he should covers what AL is to enable him to be aware of AL & know positive & negative sides of it -



## Advantages of AL in lge teachings

(positive points when the teacher knows AL)

1. Training in lings is not <sup>early/ancient</sup> primordial requirement in lge teaching. However it would be beneficial to the lge teacher to have insights into the different linguistic theories and the similarities and differences that exist between the target and the mother tongue.

2. Description of the 2nd lge/foreign lge can help the teacher in the process of lge teaching and learning i.e., he is able to make an analysis of the lge teaching programme at hand:

Understanding + Evaluation + Use The application of the programme

3. Different views & explanations can enrich the teacher's experience of teaching and consequently be more convincing of one-sided or <sup>it is called</sup> doctrinaire programmes. (Advocate, supports)

4. Training in AL enables the teacher to be aware of the different schools of thoughts on which the programme of 2nd or foreign lge teaching is based.

Therefore, the teacher will be able to determine (through comparisons) the most effective programmes or parts of them; it is certainly not possible

to elaborate an ideal programme nevertheless any programme comprises advantages and disadvantages.

→ **Contrastive/Comparative Analysis** : Its role is comparing L1 & L2. **Why?** In order to get best procedures of L1 to use them in L2. **In what way the teacher get benefits?** It help him in his carrier of teaching and because some similarities between L1 & L2 it will be easy to teach and he will better achieve his job.



## The language teaching enterprise

comprises two facets

### 1. Theoretical facet / findings

In the specific sense, that is, the theoretical aspect of

AL. (The role of the theoretical

linguist is to provide a theory which is capable explaining

language teaching is based on four important factors:

1. Theoretical linguistics, but also sociolinguistics and theoretical sociology.

2. Applied Linguistics

3. The teacher

4. The learner.

The task of the applied linguist: it is:

To transmit the findings of the theoretical linguist to the teacher.

To allow matter to implement them in the classroom.

In other words, the applied linguist simplifies the abstract concepts and principles of the

### 2. Practical facet

language phenomenon

theoretical linguist in order to make them applicable by a teacher in a classroom situation.

• The outcome of this application, which is usually reflected in the feedback of the learners, stimulates reactions of the theoretical linguist who may alter his or her views on the basis of this feedback. Hence, the applied linguist bridges the gap between the theoretical linguist and the classroom teacher.

In AL, two criteria need to be taken into consideration:

1. The content to be taught

2. The way in which this content is to be taught.

These 2 criteria determine approaches in language teaching, methods and syllabus design.

- Approach, Method and Technique: <sup>language teaching is sometimes designed in terms of 3 related aspects</sup>  
Different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the method), and different methods make use of different kinds of classroom activity (the technique).

- aural-oral approach ---

- audiolingual method ---

- Drills, dialogues, role-plays ---

} examples.



## → Applied linguistics and Linguistics

→ For AL, there is no finality: the problems such as how to assess L2 proficiency, what is the optimum age to begin a second L2, what distinguishes native and non-native speakers, how we can treat memory loss, these problems may find local and temporary solutions but the problems recur.

No doubt, once again, the same may be said of theoretical linguistics: whether all grammars are fundamentally one grammar; what the relation is between the sign and the referent; answers are partial, never final - the problems remain.

→ The relationship between theoretical linguistics and applied linguistics should place applied linguistics in the pole position. AL can then be seen to be the driver, with linguistics following behind to respond to the practical questions AL raises, attempting to answer them and by doing so widening its range of coverage.

→ There are important and continuing distinctions

between general/theoretical linguistics and AL. They may be summarized by:

1. The immediate and the distant, with AL concerned with the former.

2. The need to expand to other disciplines because of the involvement of factors outside the scope of Lge. AL is clearly multi-factorial in that in addition to linguistics, it draws on other disciplines, psychology, sociology, education, politics, and so on. Ironically, as has become clear in the last period, linguistics also needs to do the same and cannot isolate itself from the daily uses of Lge.



There are two basic positions held in English  
L2 teaching:

a) **Form-focused teaching** which emphasizes  
the teaching of the rules of grammar, struc-  
tures, the development of vocabulary and the  
sounds of L2.

b) **Meaning-focused teaching** which emphasizes  
L2 use, communication or fluency and appr-  
opriacy of expression in different situations.

L2 teaching was developed during the early  
part of the twentieth century, as applied linguists  
focus on the fields of linguistics and psychology to  
support what was thought to be a more effective  
teaching methodology.

**Corson** argued that AL was a collection of applic-  
ations of things at various levels to the L2  
teaching operation.

## AL and English Lge Teachings

AL is important for the ETT and the relationship between ELge and AL is not only interesting but decisive. ELge is taught as a second or ~~3rd~~ foreign lge around the world to school children and learner's adult.

Learning and teaching english, in the educational system of foreign countries, requires english teacher should be master the english lge skills. Hence, a knowledge of AL is essential for english lge teaching in general and english teacher, in particular. Because, in the modern educational setting, the english teacher is supposed to know linguistics or applied english linguistics in order to prove himself as an effective english lge teacher.

The cooperation between english lge teachings with AL give students a good opportunity to easy access the following areas of subjects are used in the field of AL: phonology, phonetics, syntax, semantics, morphology, discourse and text, contrastive and error analysis, etc.



- Taylor pointed out that "some specific linguistic knowledge is required by the L2 teacher for assessment, for choosing learning activities, for course planning and design."
- Halliday mentioned that the principle contribution of linguistics to L2 teaching is to provide a revealing description of the L2 being taught.